

Utah CGP-Guidance Activities A on Plan (Large Group) 2004-2005

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005


School: **Carbon High School**

District: **Carbon**

Target Group: **All Students**

Target Group selection is based upon the following data/ information/school improvement goals: **Establish/Expand AP Programs**

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired result for Student Learning	Guidance Activities or Interventions	Resources/Staff Development Needed	Evaluation Methods: How will you measure results? "e.g. from sample classroom of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Increase enrollment in AP courses.	Lifelong Learning (DRSL)	SEOP meetings; mailers/flyers; promote during registration and new student orientation; vertical teaming.	Counselor, parent, student conferences. AP teachers promoting AP offerings and working with Jr. High teachers.	Compare enrollment numbers beginning with the '04-'05 school year. Curriculum alignment.	Fall of 2004 to spring of 2010	'04—'05 grades 9 through 11
Increase participation in AP exams.	Earn high school & college credit.	Classroom AP/college presentations. Send mailers/flyers. Vertical teaming.	Web access in the computer lab; brochures on AP, College Planning, ACT, Mentor; Parent teacher conferences.	Compare annual AP exam participants along with pre/post-test on AP awareness.	Fall of 2004 to spring of 2010	Sequential grade each year thereafter
Increase test scores.	Academic standards: Improve academic self-concept; acquire skills for improving learning; achieve school success; access to higher ed. options.	Interactive guidance using web resources (i.e. Mentor, Choices, College Board).	Flyers on AP classes; college planning; mentoring from AP teachers and counselors.	Compare annual AP scores.	Fall of 2004 to spring of 2010	Sequential grade each year thereafter


Principal's Signature

6/7/05
Date

1/1
Presentation Date


Prepared By

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Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005

Due to USOE June 15, 2005: May be submitted in other formats but include all information as required below.

School: **Carbon High School**

District: **Carbon**

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students Affected*	Perception Data: Pre and Post test competency attainment or student data*	Results Data: Changes in behavior, grade, attendance, including achievement data, achievement related data, and/or skills competency data*	Implications: What does the data tell you? What can the student do with this now?
All high school counselors	9 th grade	Handouts and information from district AP meetings.	April 13 th to April 22 nd (This will be an ongoing process.)	304 ninth graders	A pre and post-test was given to ninth graders to find out what students knew about the AP program and what AP courses are offered at the high school.	Post-test revealed an increase of 28% for those students who could tell the difference between AP and Honors courses. There was a 21% increase in knowing the advantages of AP over regular courses. There was a 42% increase in knowing what AP courses are available at the high school.	By making students aware of what AP courses are, what AP courses are available and the benefits from taking AP exams, student enrollment and course offerings should increase over the long term.
All high school counselors	9-11 th grades	Mailers, SEOP's, and new student orientation.	Beginning of the school year and during registration.	<u>2004-05:</u> 656 students <u>2005-06:</u> 745 students	Figures were gathered from the SIS Master Builder program of the 2004-05 and the 2005-06 registrations.	In 2004-05 we had 103 sophomores; 121 juniors; 74 seniors for a total of 298 sign up for AP courses. In 2005-06 we had 150 sophomores; 111 juniors; 92 seniors for a total of 353 sign up for AP course. This resulted in a 16% increase of students signing up for AP courses.	By making the students aware of the advantages and offerings of AP courses they are more responsive to signing up for AP courses.


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*Include actual numbers supporting conclusions and attach data, examples and documentation.

AP Enrollment Comparison

Total High School Enrollment

<u>2004-05</u>	<u>2005-06</u>
656	745

<div>AP Biology</div> <div><div><div><div><div><div>'04-'05</div><div>11th...24</div><div>12th...2</div><div>(26)</div></div><div><div>'05-'06</div><div>11th...29</div><div>12th...1</div><div>(30)</div></div></div></div></div></div>	<div>AP Calculus</div> <div><div><div><div><div>'04-'05</div><div>11th...6</div><div>12th...26</div><div>(32)</div></div><div><div>'05-'06</div><div>11th...5</div><div>12th...24</div><div>(29)</div></div></div></div></div>	<div>AP History</div> <div><div><div><div><div>'04-'05</div><div>10th...16</div><div>11th...5</div><div>12th...3</div><div>(24)</div></div><div><div>'05-'06</div><div>10th...30</div><div>11th...11</div><div>12th...2</div><div>(43)</div></div></div></div></div>
<div>AP Language</div> <div><div><div><div><div>'04-'05</div><div>11th...78</div><div>12th...4</div><div>(82)</div></div><div><div>'05-'06</div><div>11th...48</div><div>12th...2</div><div>(50)</div></div></div></div></div>	<div>AP Literature</div> <div><div><div><div><div>'04-'05</div><div>11th...7</div><div>12th...39</div><div>(46)</div></div><div><div>'05-'06</div><div>11th...18</div><div>12th...63</div><div>(81)</div></div></div></div></div>	<div>AP Prep</div> <div><div><div><div><div>'04-'05</div><div>10th...87</div><div>11th...1</div><div>(88)</div></div><div><div>'05-'06</div><div>10th...120</div><div></div><div>(120)</div></div></div></div></div>
<div>Total AP Students</div> <div><div><div><div><div>'04-'05</div><div>10th...103</div><div>11th...121</div><div>12th...74</div><div>(298)</div></div><div><div>'05-'06</div><div>10th...150</div><div>11th...111</div><div>12th...92</div><div>(353)</div></div></div></div><div>16% increase</div></div>		

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005

Carbon High School

Carbon School District

Target Group: Class of 2006 Resource and Special Education Students

Target Group selection is based upon the following data/information/school improvement goals:

This group earned a total of 173 failing grades during the 2003-04 academic year. Graduation is already in jeopardy for some of the students. One student earned 11 non-passing grades, others earned 17, 13, 14 non-passing grades. Most of these students (35) were enrolled in resource study skills courses during their 10th grade year. The study skills teachers helped the students keep track of work that was due and needing to be made up. The study skills teachers provided testing accommodations when needed for regular education classes. Despite this help, the group had an alarming failure rate.

Intended Student Behavior: The students will pass every class for which they are enrolled.

Desired Result for Student Learning:

The students will use the opportunity to take another study skills class during their junior year to become better organized, to get work completed, to ask for accommodations when needed, and to be successful in their coursework.

Those who are given the opportunity to have both a regular education language arts class and a resource language arts class will use that opportunity to improve reading and writing skills to increase their success across the curriculum. They will also use this opportunity to make up needed credit in the language arts area.

Guidance Interventions:

Additional study skills courses made available through the Special Education Department should allow juniors to have another opportunity to benefit from the course. Some student who have a history of failure in language arts classes are registered for both regular education language arts 11 and resource language arts 11, in accordance with their IEP goals. The resource and regular

education teachers both teach the core and most of the same literature. Their different approaches should provide these students with a great opportunity to sharpen language arts skills as well as make up some lost credit in that area.

Staff Development Needed:

Resource teachers have prepared to teach the core and coordinate with the regular education teachers in the subject areas they teach.

Evaluation Methods:

Failing grades of individuals as well as the group as a whole will be measured against the numbers of failing grades earned by this same group during the 2003-04 year.

Start/End Dates:

August 2004

May 2005


Projected Number of Students Impacted:

Students who are enrolled in study skills for 2004-05.....30


Students who are enrolled in two language arts courses

For 2004-05..... 8


Principal's Signature


Date

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Utah CGP-Closing the Gap Results Report (Small Group) 2004-2005
Carbon High School **Carbon School District**

Counselor: Norma Townsend **Target Group:** Carbon High School Class of 2006 Resource and Special Education Students

Curriculum Materials: Those needed for study skills classes and Language Arts 11 courses

Start Date: August 2004

End Date: May 2005

Process Data:	Number of Students in Group.....	45
	Number of Students with one or more	
	Failing grades during 2003-04.....	34
	Total number of failing grades in target group.....	
	During 2003-04.....	173

Perception

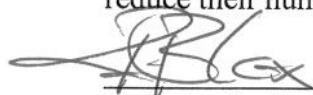
Data:	Total number of failing grades in target group	
	During 2003-04.....	173
	Total number of failing grades in target group	
	During 2004-05.....	139
	Number of Students in target group enrolled in	
	Study Skills for 2004-05.....	31
	Number of Students in target group enrolled in	
	Two Language Arts classes during 2004-05	8

Results and Implications:

Students enrolled in two Language Arts classes who Reduced in number of failing grades during 2004-05 as compared with 2003-04.....	3
Students enrolled in two Language Arts classes who Increased in number of failing grades during 2004-05 as compared with 2003-04.....	5
Students enrolled in study skills who reduced Number of failing grades during 2004-05.....	17
Students enrolled in study skills who increased or Earned the same number of failing grades during 2004-05 (Not counting those who had no failing grades either year).....	8
Total number of failing grades in target group During 2003-04.....	173
Total number of failing grades in target group During 2004-05.....	139

Although the interventions provided (additional study skills classes and additional instruction in language arts) seemed likely to provide remediation and support needed to improve these students' academic success, the results were not as expected. Of those given the opportunity to take two language arts classes, more than half increased in failing grades for the year. Many of the F's earned were in the regular education language arts class. Even the support of receiving the same material from another teacher at the same time did not guarantee success for these students.

There was overall reduction in the group's failing grades during the 2004-05 year as compared to 2003-04. However, it was evidently not because some of the students were taking more than one LA-11 course. While seventeen of the study skills group did reduce their number of failing grades, eight of that group actually increased in the number of failing grades.


Principal's Signature

6-7-05
Date

Norma Townsend
Presentation Date Prepared By